

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Statewide, Longitudinal Data Systems

CFDA # 84.372A

PR/Award # R372A120025

Grants.gov Tracking#: GRANT11026314

OMB No. , Expiration Date:

Closing Date: Dec 15, 2011

****Table of Contents****

Form	Page
1. Application for Federal Assistance SF-424	e3
2. Assurances Non-Construction Programs (SF 424B)	e6
3. Grants.gov Lobbying Form	e8
4. Dept of Education Supplemental Information for SF-424	e9
5. ED Abstract Narrative Form	e10
<i>Attachment - 1 (1235-Project Abstract)</i>	e11
6. Project Narrative Form	e12
<i>Attachment - 1 (1249-Project Narrative)</i>	e13
7. Other Narrative Form	e40
<i>Attachment - 1 (1236-Appendices)</i>	e41
<i>Attachment - 2 (1237-NJDOE)</i>	e45
<i>Attachment - 3 (1238-NJHE)</i>	e46
<i>Attachment - 4 (1239-NJLWD)</i>	e48
<i>Attachment - 5 (1240-PCG)</i>	e49
<i>Attachment - 6 (1241-Erichson)</i>	e50
<i>Attachment - 7 (1242-Moticha)</i>	e53
<i>Attachment - 8 (1243-Garlatti)</i>	e55
<i>Attachment - 9 (1244-Nigh)</i>	e57
<i>Attachment - 10 (1245-Fichtner)</i>	e59
<i>Attachment - 11 (1246-McGlynn)</i>	e62
<i>Attachment - 12 (1247-Fitzgerald)</i>	e64
<i>Attachment - 13 (1248-Nadeau)</i>	e65
8. Budget Narrative Form	e67
<i>Attachment - 1 (1234-Budget Narrative)</i>	e68
9. Form ED_524_Budget_1_2-V1.2.pdf	e78

This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="12/15/2011"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="New Jersey Department of Education"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="216000928"/>	* c. Organizational DUNS: <input type="text" value="8064179110000"/>	
d. Address:		
* Street1: <input type="text" value="100 Riverview Plaza"/>	Street2: <input type="text"/>	
* City: <input type="text" value="Trenton"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="NJ: New Jersey"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="08625-500"/>	
e. Organizational Unit:		
Department Name: <input type="text" value="Department of Education"/>	Division Name: <input type="text" value="Chief Performance Officer"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Dr."/>	* First Name: <input type="text" value="Bari"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Erlichson"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Assistant Commissioner"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="609 341 3142"/>	Fax Number: <input type="text"/>	
* Email: <input type="text" value="bari.erlichson@doe.state.nj.us"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

*** 12. Funding Opportunity Number:**

ED-GRANTS-092011-001

* Title:

Institute of Education Sciences (IES): Statewide, Longitudinal Data Systems Program CFDA Number 84.372A

13. Competition Identification Number:

84-372A2012

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

*** 15. Descriptive Title of Applicant's Project:**

Statewide, Longitudinal Data Systems Grant Application (Priority 3)

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="3,989,175.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="0.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,989,175.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

- a. This application was made available to the State under the Executive Order 12372 Process for review on .
- b. Program is subject to E.O. 12372 but has not been selected by the State for review.
- c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:
Middle Name:
* Last Name:
Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Anne Corwell	* TITLE Director
* APPLICANT ORGANIZATION New Jersey Department of Education	* DATE SUBMITTED 12/15/2011

Standard Form 424B (Rev. 7-97) Back

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION <input style="width: 90%;" type="text" value="New Jersey Department of Education"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 100px;" type="text"/>	* First Name: <input style="width: 200px;" type="text" value="Anne"/> Middle Name: <input style="width: 150px;" type="text"/>
* Last Name: <input style="width: 300px;" type="text" value="Corwell"/>	Suffix: <input style="width: 100px;" type="text"/>
* Title: <input style="width: 250px;" type="text" value="Director"/>	
* SIGNATURE: <input style="width: 300px;" type="text" value="Anne Corwell"/>	* DATE: <input style="width: 150px;" type="text" value="12/15/2011"/>

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix:	* First Name:	Middle Name:	* Last Name:	Suffix:
Dr.	Bari		Erlichson	

Address:

* Street1: 100 Riverview Plaza

Street2:

* City: Trenton

County:

* State: NJ: New Jersey

* Zip Code: 08625

* Country: USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

6093413142

Email Address:

bari.erlichson@doe.state.nj.us

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

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Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:

Project Abstract

Although New Jersey has some of the best pre-schools, elementary schools, high schools and colleges in America it will fall woefully short of meeting its economic needs in the national and global economy if current trends continue. Georgetown University's Center on Education and the Workforce projects that by 2018, 63 percent of all jobs will require some college education. In 2008, only 45 percent of all New Jersey residents had earned an associate's degree or higher.

In order to reach the 63 percent level in the next six years and beyond, New Jersey must rethink the way that it prepares students for college and careers. The State is prepared to engage in an urgent effort to identify and invest in the policies that ensure student success in New Jersey's diverse school communities. Investments made through this SLDS grant competition are critically needed to create a seamless P-20W education system that will efficiently and effectively increase degree attainment and job training opportunities.

Despite excellent relationships across state agency lines among the New Jersey Department of Education (NJDOE), New Jersey Higher Education (NJHE) and the New Jersey Department of Labor and Workforce Development (NJLWD), the lack of a unified data warehouse, linking data at a student/individual level, has prevented the agencies from easily and efficiently sharing data. Thus, the following five key deliverables will be pursued under this grant:

- 1) Establish a P-20W Data Advisory Council.
- 2) Partition and expand SLDS to house new postsecondary and workforce data collections.
- 3) Create a shared data resource.
- 4) Expand NJHE's data collections.
- 5) Development of data use deliverables.

Examples of data use deliverables can be found in the Appendices. Such deliverables will be used to drive system-wide improvement and include the following:

Academic Performance of 2-year College Transfer Students – Shows the academic performance of students who completed 2 years of college education and transferred to a 4-year college/university. The report illustrates the differences in performance between students who took remedial course work prior to their transfer and those who did not require remediation at that time.

Remedial Course Report – A sample report that illustrates the percentage and actual numbers of high school graduates and enrolled college students who required remedial coursework once enrolled in NJ's public IHEs. It also quantifies the total amount of remedial coursework students required (by course or credit).

State Level College and Career Readiness High School Feedback Report – This is a sample narrative report that can be created based on the data that will be available in the expanded system. It presents enrollment and remediation needs in a manner that is intended for broader consumption.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File

Project Narrative

A. Need for Project

Although New Jersey has some of the best pre-schools, elementary schools, high schools and colleges in America, it will fall woefully short of meeting its economic needs in the national and global economy if current trends continue. Georgetown University's Center on Education and the Workforce projects that by 2018, 63 percent of all jobs will require some college education. In 2008, only 45 percent of all New Jersey residents had earned an associate's degree or higher.

In order to reach the 63 percent level in the next six years and beyond, New Jersey must rethink the way that it prepares students for college and careers. The State is prepared to engage in an urgent effort to identify and invest in the policies that ensure student success in New Jersey's diverse school communities. Investments made through this SLDS grant competition are critically needed to create a seamless P-20W education system that will efficiently and effectively increase degree attainment and job training opportunities.

Currently, nearly 40 percent of New Jersey's college students drop out before they earn a degree. Many thousands arrive unprepared for college work, requiring them to take remedial courses that cost time and money. If the State is going to succeed in better educating its potential work force, its educational institutions must work together, making data-driven policy decisions that can reform and improve educational opportunities for students of all ages – from the traditional students to the long-term unemployed.

New Jersey meets the requirements to apply for a Priority 3 SLDS grant because it has achieved remarkable success in the development of a student-level, longitudinal data system (SLDS) in the last several years. But now it must take the next step. By generating and sharing integrated data, New Jersey can supply educators, students and families with the information they need, from the earliest years of education to their entry in the labor force.

Work to improve data collection is already underway. Memoranda of Understanding are being negotiated among New Jersey Higher Education, the Department of Labor and Workforce Development and the Department of Education to share and interpret data. Under current data collection efforts, it is difficult to gain a comprehensive perspective on the integrated performance of education in New Jersey. Creating a single place where data can be found and analyzed will improve governance efforts, policymaking, and statewide performance. Using the SLDS grant, New Jersey will determine statewide quality performance standards, especially outcomes linked to preparation for professions (such as national teacher exam pass rates and nursing board pass rates) and workforce development initiatives.

The data must be harnessed to move reforms forward. Working with the Department of Education, legislative leaders and our college Presidents' Council, the State will set

collaborative institutional and statewide goals, using metrics to define and enhance performance. A strong spirit of bipartisan cooperation led to a recent successful effort to adopt the Comprehensive Statewide Transfer Articulation Agreement between community colleges and state colleges and universities. The Agreement requires state four-year institutions to accept credits awarded by community colleges, speeding degree completion. Similar bipartisan spirit created the Secretary of Higher Education's position, and last year the Legislature passed an act requiring colleges to collect and share more data as New Jersey works to enact new statewide standards for reducing the time needed to attain a degree.

One advantage New Jersey Higher Education has is its Student Unit Record (SURE) system that provides an enriched data base, permitting much more sophisticated analyses than are possible with aggregate data. The use of a standard, unique identifier permits the tracking of students, as well as the merging of SURE data with the New Jersey Department of Labor and Workforce Development and the Higher Education Student Assistance Authority (HESAA). With the Department of Education's vastly improved capacity to track P-12 student performance, New Jersey has a rich source of data that needs to be better integrated and analyzed.

The State has already made a major commitment to improving its collection of data. As of January 2010, New Jersey had accomplished only three of the twelve America COMPETES Data Elements, listed below. By June 2010 that number had grown to seven of the twelve elements.

Twelve America COMPETES Data Elements

- 1. A unique statewide student identifier*
- 2. Student-level enrollment, demographic, and program participant information*
- 3. Student-level information about the points at which students exit, transfer in, transfer out, drop out or complete pre-K through postsecondary education programs*
- 4. The capacity to communicate with higher education data systems*
- 5. An audit system assessing data quality, validity and reliability*
- 6. Yearly state assessment records of individual students*
- 7. Information on students not tested, by grade and subject*
- 8. A teacher identifier system with the ability to match teachers to students*
- 9. Student-level transcript information, including courses completed and grades earned*
- 10. Student-level college readiness scores*
- 11. Information regarding the extent to which students transition successfully from secondary school to postsecondary education, including whether students enroll in remedial coursework*
- 12. Other information determined necessary to address alignment and adequate preparation for success in postsecondary education*

As of December 2011, New Jersey has fully implemented ten of the twelve elements. The two partially implemented elements are #8 and #9 – creating the student-teacher link and collecting course and transcript data – and are due to be completed in Summer 2012.

The SLDS now collects over 150 student-level data elements through a web-based portal from over 650 school districts and charter schools for every student from pre-Kindergarten through adult high school. Among those data elements are information about enrollment, graduation, transfer, dropout, special education status, and a host of demographic information. Additionally via the unique student identifier, we have connected this data to our statewide annual assessments (including our regular assessments, our alternate assessments, and our English Language Learners assessments), garnering information about student achievement outcomes, students not tested, and relationships between and among student demographic variables and special education classifications and placements.

In establishing the SLDS, NJDOE has also established robust partnerships with other state agencies, such as the New Jersey Department of Corrections, the Juvenile Justice Commission, the New Jersey Department of Human Services and the New Jersey Department of Children and Families. These partnerships allow us to maintain current information on students as they move in and out of the auspices of these agencies and preserve the longitudinal record of some of the most transient of our student population. Additionally, the New Jersey Department of Education itself houses our state's Early Childhood Program. This structure has enabled us to assign unique student identifiers to children the moment that they enter a public preschool, a partnering preschool provider, or Head Start program.

Furthermore, our system design incorporated the need to gather data from all of our school districts and charter schools, regardless of their type. In addition to regular school districts, this interoperability allows us to collect data from our Special Services School Districts, Educational Services Commissions, County Vocational Schools, Adult Education schools, private-schools for the disabled, clinics and hospitals, and for students in out-of-state schools in 21 different states: Alabama, Arizona, Colorado, Connecticut, Delaware, Florida, Georgia, Idaho, Illinois, Kansas, Maine, Maryland, Massachusetts, New Hampshire, New York, North Carolina, Pennsylvania, Tennessee, Texas, Utah, and Virginia.

As a result of these efforts, we have now assigned over 1.6 million unique student identifiers since 2007. Approximately 1.4 million of those are active, current students with the remaining students representing both graduates and dropouts.

Other accomplishments to date include the following:

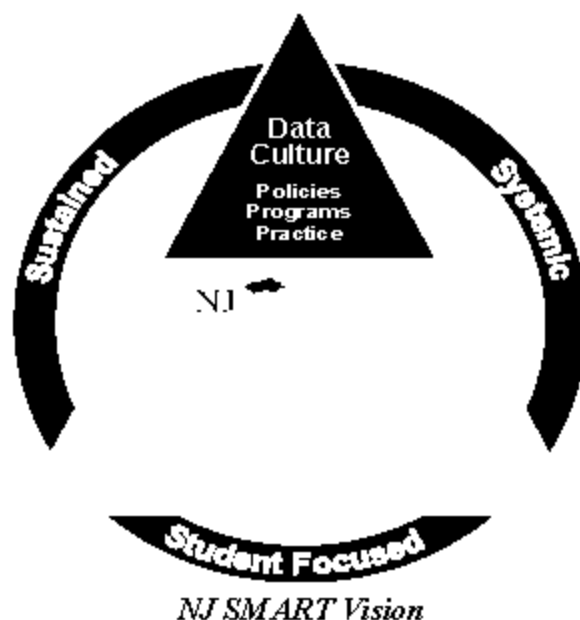
- ✓ Deploying and training district personnel in the use of a web-based tool called EDanalyzer. This tool allows school districts and charter schools to view and analyze state assessment data longitudinally, by demographic sub-groups, by

assessment cluster areas, and by program participation such as Special Education, Limited English Proficient or Former Limited English Proficient.

- ✓ Deploying and training district personnel in the use of one-click, drill-down reports, such as enrollment counts, assessment results, student-level program participation, and graduation status.
- ✓ Piloting local data marts. Local data marts allow school districts to bring together data that are currently stored in a variety of locations into one integrated warehouse, located at the district, to allow district staff access to linked student data including the state assessments and district-level formative and summative assessment data.
- ✓ Sun-setting our separate and duplicative student-level data collections and utilizing our SLDS system as the source for federal and public reporting.

The project outcomes proposed herein fit within our overall vision for our SLDS, which is to:

Provide the data quality and capacity needed to build and support a culture of systemic and sustained data use at the state, district, school, and classroom levels that will ultimately lead to academic and lifelong success for all New Jersey students.



In our vision, data quality makes up one of the foundation elements and includes being able to track students longitudinally throughout the state through a unique student identifier, collecting and cleaning multiple data elements, and integrating the data within an infrastructure that is robust and extendible. The following steps must be firmly in place in order for New Jersey to fulfill this critical facet of our vision:

1. **Link** state P–12 data systems with early learning, postsecondary education, workforce, social services and other critical state agency data systems.
2. Create stable, sustained **support** for robust state longitudinal data systems.
3. Develop **governance structures** to guide data collection, sharing and use.
4. **Build state data repositories** (e.g., data warehouses) that integrate student, staff, financial and facility data.

Data capacity makes up the other foundation element in our vision and is focused on providing data from the system in meaningful ways that encourage collaborative inquiry and rich data analysis through tools such as pre-defined reports and ad hoc analysis business intelligence tools. For this component to be realized, New Jersey believes the following steps are essential:

5. Implement systems to provide all stakeholders **timely access to the information** they need while protecting student privacy.
6. Create **progress reports with individual student data** that provide information educators, parents and students can use to improve student performance.
7. Create **reports that include longitudinal statistics** on school systems and groups of students to guide school-, district- and state-level improvement efforts.

Resting on the foundations of data quality and data capacity is data culture, where data are being used at all levels in New Jersey to inform decisions about policy, educational programs, instructional practice, and student placement. The following steps complete the vision for transforming the collection, dissemination, and use of data:

8. Develop a purposeful **research agenda** and collaborate with universities, researchers and intermediary groups to explore the data for useful information.
9. Implement policies and promote practices, including **professional development and credentialing**, to ensure that educators know how to access, analyze and use data appropriately.
10. Promote strategies to **raise awareness** of available data and ensure that all key stakeholders, including parents and state policymakers, know how to access, analyze and use the information.

The Project Outcomes outlined in this application will build on New Jersey’s existing data culture by providing thoughtful and rich professional development opportunities in the areas of using the technology, organizing for data use, and actually using data to inform decisions. Professional development will be supplemented with online toolkits that will provide data users with protocols, templates, activities, sample agendas, and case studies.

We are extraordinarily proud of the state’s ability to move from three America COMPETES data elements completed to all twelve in the space of 30 months using only state resources. But we are not satisfied that the data currently available in our system can

answer the more complex and meaningful questions that would inform our P-20W education and workforce policy and improvement efforts.

While we are able to answer the questions required by federal reporting, such as which of our high school graduates enrolled in postsecondary institutions by using data from the National Student Clearinghouse, we are not able to answer several more meaningful questions, such as how quickly students are accumulating credits in their respective postsecondary institutions, that could be answered by a seamless P-20W data system.

New Jersey Higher Education (NJHE) has statutory responsibility to collect, analyze and evaluate data on institutions of higher education across the state. The Student Unit Record Enrollment System (SURE) is a comprehensive collection, storage, and retrieval system for computer-readable data on each student enrolled and on each graduate. SURE is the principle method for NJHE to meet its statutory responsibility. NJHE has been collecting unit record data on enrollment and degrees conferred since 1985. The system captures data on close to 90% of college students enrolled in the state. This system is used for longitudinal studies, trend analyses and policy support.

All 31 of New Jersey's public colleges and universities — and nine independent institutions — currently participate in SURE. Institutions submit their SURE files to NJHE's Office of Finance and Research, which processes and analyzes the data. Each student record bears a unique identifier, Social Security Number, as well as various student-specific demographic, academic, and education process data. There are 40 such variables to be reported for each enrollee and 25 for each graduate. The semester enrollment component of SURE is a fall and spring semester "snapshot"; a 12-month enrollment file contains all enrollments for an entire year; the degrees conferred component captures data for an entire (state fiscal) year; and the new transfer file provides further details on students coming to senior public institutions with college credit.

There has been minimal variation in the file layout or data definitions since the first collection, allowing for a rich source of consistent data for a long period of time. The NJHE continues to evaluate its SURE data collection. Developing a new collection point or new variable is a consultative process. NJHE has created an advisory body, the Higher Education Data Advisory Group (HEDAG) that consists of representatives of institutional research offices from all of the colleges and universities in the state to assist in the process. In addition, NJHE works with its broad network of contacts at the colleges and universities to assess information requirements imposed by legislative change, federal reporting requirements or ad hoc studies. This process ensures that any revisions to the SURE system have the widest possible support from the higher education community.

The SURE system has strengthened the capacity of New Jersey Higher Education to perform its research, planning, and coordinating responsibilities, and to assist institutions in a variety of ways. NJHE works with stakeholder groups including the NJ Presidents' Council, the NJ Association of State Colleges and Universities, the NJ Council of County Colleges, the Association of Independent Colleges and Universities of New Jersey, the

Higher Education Student Assistance Authority and the NJ State Employment and Training Commission to gather and report information relevant to the various sectors of higher education in New Jersey. Senior state policymakers, members of the legislature, representatives of business and industry, students and their families use the information regarding NJ institutions of higher education generated through SURE to assess program outcomes, describe characteristics of the colleges and universities, and compare outcomes over time.

Since 1995, New Jersey's public colleges and universities have been required to produce an annual accountability report with a state-mandated form and content. The extent of the metrics included in these Institutional Profiles has varied significantly but in recent years have contained basic accountability measures. These data are limited to enrollment and completions headcounts with demographic splits, faculty numbers and graduation and retention rates. For the last five years these reports have been posted on-line but these are static reports without a flexible interface.

Another more robust accountability system was implemented in 2010 with the passage of the New Jersey College Student and Parent Consumer Information Act. It is limited to New Jersey Senior Public Institutions which are required to generate 15 metrics that include graduation rates, faculty, transfer, cost, debt and financial aid data. Institutions must display their data on their admissions web pages with a link to a comparative profile that includes all the Senior Publics.

A specific segment of the student population is examined in the annual Transfer of Credit Report that deals with the transfer of college credit from New Jersey Community Colleges to Senior Public Institutions. For the past three years this document reports on the numbers of students who receive the credits they need to achieve junior status at their receiving institutions. There has been interest in broadening the scope of this report with a more detailed analysis.

Each year NJHE and the colleges invest staff time preparing mandated reports such as Institutional Profiles and Transfer of Credit. These reports are underutilized and could be improved with integrated data. Also, NJHE has in the last several years begun posting more of its standard data compilation tables on-line. The implementation process for this grant will accelerate NJHE efforts to improve institutional awareness and agreement on data reporting.

SURE data is housed and processed in an off-site mainframe facility of another state agency. Information is stored as a series of flat ASCII files in partitioned data sets, with each institution's submission as a separate file. Editing, aggregation and creation of extract files, such as longitudinal cohort data is done through SAS programming language. While this process has been effective, it can be very time consuming, not easily changed, and inefficient. SURE files have been edited using essentially the same SAS programs for the last 15 years. They will benefit from the detailed review envisioned in the implementation of this grant.

New Jersey Department of Labor and Workforce Development (NJLWD) has worked closely with the NJDOE and NJHE to connect workforce and education data. Much of these efforts have focused on creating and maintaining an extensive, expansive Eligible Training Provider List (ETPL) and Consumer Report Card (www.NJTOPPS.org) for postsecondary education and training providers built on longitudinal education and workforce data. For the past ten years, NJLWD, in partnership with the NJDOE and NJHE, and through a contract with the Heldrich Center for Workforce Development at Rutgers University, has combined three postsecondary datasets and matched them with Unemployment Insurance wage records and data from the Wage Record Interchange System to calculate employment outcomes for all students that attend the more than 3,000 postsecondary education and training programs on the ETPL. The more than 900 providers on the ETPL include adult high schools, community colleges, four-year colleges and universities, community based organizations and proprietary schools.

Despite excellent relationships across state agency lines among the New Jersey Department of Education (NJDOE), New Jersey Higher Education (NJHE) and the New Jersey Department of Labor and Workforce Development (NJLWD), a lack of a unified data warehouse, linking data at a student/individual level, has prevented the agencies from easily and efficiently sharing data to inform each other's efforts.

For New Jersey, the need to leverage and link data resources is obvious. NJDOE seeks to be able to answer the following:

- What high school metrics are the best indicators of student success in postsecondary?
 - What were student course-taking histories?
 - Their state-level test scores?
 - Their demographics?
- What are the characteristics of postsecondary students making the most progress toward degree completion?
 - What courses did they take in high school – and even in middle school?
 - Were they dual-enrollment students?
 - Career and Technical students?
- Conversely, what are the characteristics of postsecondary students making the least progress?
- What are the “early-warning” indicators that a student will leave school early?
 - How early can we identify students, counsel them, and invest in them to ensure that they are prepared and experience a successful and supported transition to postsecondary education?

As part of its application to USDE for ESEA Flexibility, NJDOE has made answering such questions and providing these data to secondary schools a priority and a fundamental part of its performance and accountability system. Determining how well each secondary school is accomplishing the task of preparing students for college and/or career can only be determined by utilizing outcome data from postsecondary institutions.

NJDOE's new performance reports will include data that enables schools to understand how successful they have been relative to the state established performance targets and those of their peer schools.

NJHE and all the colleges and universities in the state are working together to make meaningful progress on key outcome measures to make the vision for higher education a reality. The key outcomes include expanding access to high quality higher education, improving student achievement and success, and enhancing efficiency. Using such measures as graduation rates, retention rates, federal research dollars, financial aid, and degrees conferred, the NJHE can identify measurable return on state and family investment in the colleges and universities.

With an integrated data resource, NJHE could explore answers to the following:

- What percentages of students who transfer from two-year institutions to four-year institutions complete a degree? How long does it take them? Are there specific courses in two-year institutions that are correlated with success in four-year institutions?
- What four-year institutions do community college students transfer into? Are there differences in completion rates?
- After earning a bachelor's degree, which students go back to two-year programs for certificate programs? Which certificate programs do they complete?

In December 2010, the Governor's Task Force on Higher Education released its report. Among the 72 recommendations for change and action are several that relate directly to the priorities in this grant. The recommendations that would be informed by the improved and integrated SLDS include:

- The collection and analysis of higher education data that would include the cost of remediation at New Jersey colleges and universities. With an integrated SLDS, Higher Education can help collect more accurate and consistent data on remediation and share the results with school and college leaders to help formulate policies to better deliver basic skills in New Jersey.
- With an integrated SLDS, New Jersey could make available a transparent set of indicators that can more accurately identify which students are prepared for post-high school success and who will need additional support before leaving high school and upon entering college.
- An integrated SLDS would help the State sharpen its focus on key transition points in the educational system where students might lose momentum toward developing postsecondary skills and aspirations.
- New Jersey colleges and universities would be able to reach out to their local school districts with opportunities to increase students' "college

knowledge” about what is required to apply to and succeed in postsecondary education.

- Better integrated data would provide more information about which students need summer academic support.

Broadly, our workforce partners would like to better understand:

- The extent to which students’ skills are aligned with the needs of employers, and
- The pathways students take between education, training, and the workforce.

The partnership will enable our workforce partners to perform analysis to determine the interactions that exist between various workforce, education and training programs and identify common pathways to employment.

NJLWD has recently organized both its programmatic and research efforts around key industries in the state in order to strengthen the connection between workforce, education and training investments and the needs of employers. The SLDS will be a tool for analysis of the state’s “talent development” contribution by analyzing the workforce, education and training pathways that lead to successful employment outcomes in key sectors of the economy.

All stakeholders also need to have access to the most granular level of data that is appropriate. Consumers and public stakeholders need access to aggregate reports, for instance, while high schools and postsecondary institutions will need to have ‘drill-down’ capabilities to access individual student-level data for the students that they taught.

B. Project Deliverables Related to System Requirements and Implementation

This section describes the specific deliverables to be accomplished during the three-year grant period. Essentially, the work plan described in this section can largely be described as the extension and expansion of existing data warehouse and data collections. Thus, the tasks do not include a great deal of technical development of the SLDS, but rather are focused on transitioning current NJHE collections to a new, partitioned part of the SLDS, expanding the NJHE data elements collected, and developing user functionality to allow for appropriate access and analytical tools for all stakeholders.

Deliverable 1: Establish a P-20W Data Advisory Council

Although NJDOE, NJHE, and NJLWD have collaborated in the past to share insights and participate in each other’s taskforces and workgroups, these activities have been sporadic and informal. Additionally, each agency also has separate advisory and stakeholder

councils to guide and inform its work. At times, the membership and work across these individual councils is duplicative as well. So the first deliverable of our grant efforts will be to establish a standing P-20W Data Advisory Council that will be co-chaired by the three agencies that are part of this application. NJDOE will serve as the secretary to the Council for administrative and convening purposes. The P-20W Data Advisory Council will be comprised of an equal number of representative stakeholders from each agency, such as school districts, higher education institutions, providers of workforce development programs, in addition to members of the community, researchers, and policy makers.

The role of the P-20W Data Advisory Council will be to cultivate and establish a shared research agenda by identifying and defining ‘data use deliverables’ that would benefit the state and stakeholders specifically. Such data use deliverables might include the development of web-based dashboards, P-12 high school feedback reports, community college feedback reports, workforce development program descriptions, and consumer information snapshots. Creation of a mechanism such as a P-20W Data Advisory Council to oversee and encourage the use of data in primary research, would promote new insights into the challenges the institutions and agencies face.

Additionally, a key outcome in Deliverable 1 is the establishment of formal data sharing agreements among the state agencies that detail which data can be shared and under what circumstances. The expansion of the existing state SLDS presents new opportunities for expanding the scope and improving the clarity of research that policy-makers at all levels may seek to use. With the proposed data sharing agreements in place, each agency can protect the integrity of its data while improving its ability to cross reference data sources to answer questions posed by decision makers and the public.

Many resources already exist in New Jersey, but need to be better coordinated through the SLDS, guided by the P-20W Data Advisory Council.

- **Inventory of Program Offerings**

For example, the NJHE currently offers an Inventory of Program Offerings, updated regularly, posted online. The Inventory contains information about more than 4,400 currently approved degree and certificate programs at the 63 licensed New Jersey institutions of higher education. Only full degree or certificate programs which terminate in formal awards conferred by an institution of higher education are included. The Inventory can be searched by institution name or CIP code. Linking this listing with data from the SLDS could facilitate program review by institutions and major selection for students.

- **Heldrich Center on Workforce Development at Rutgers**

Another important resource that can be better used is the John J. Heldrich Center on Workforce Development at Rutgers, The State University of New Jersey, a long-standing partner of NJHE. Through a series of data sharing agreements, NJHE and Heldrich have undertaken several important studies of higher education data combined with data from the NJ Department of Labor and Workforce

Development. One example is the New Jersey Consumer Report Card. This data collection serves as the basis of program evaluation, so that the State may periodically assess the quality of program offerings and provide information for consumer choice among training providers.

- **Higher Education Data Advisory Group**

In 2007, New Jersey Higher Education convened a meeting of all its data providers to create the Higher Education Data Advisory Group (HEDAG). Three principal areas for action were identified: data collection, data use and data sharing. HEDAG continues to work with NJHE to ensure data integrity, safety and flexibility in the face of changing needs. The participation of data providers and users in setting and monitoring data policy has been essential. NJHE collects data on a wide variety of topics using several different mechanisms in order to fulfill its mission of providing information, coordination, planning and advocacy for higher education. The collection and use of higher education data is governed by state and federal regulations such as FERPA; however, NJHE uses the advice of HEDAG to develop consensus on strategies to improve and clearly state its data policies; to change its collections; and to identify partners and implement sharing agreements.

- **NJ Training Opportunities (NJTOPPS.org)**

The New Jersey Training Opportunities website (NJTOPPS.org) houses the Consumer Report Card described in the section on the Heldrich Center, above. NJTOPPS includes student records from the following sources:

1. Credit and certificate programs at the state's public two year and four year colleges and universities (SURE system – NJHE));
2. Perkins program funded students in postsecondary education programs (NJDOE); and
3. Other programs on the ETPL including non-credit programs at colleges and universities and programs offered by proprietary schools and non-profit organizations (reported to NJLWD through the NJTOPPS website).

On a quarterly basis, the Heldrich Center for Workforce Development at Rutgers University, under contract to NJLWD, matches more than 10,000 student records to wage records. The files are combined into one outcome dataset and outcome measures are calculated by program, career cluster and training provider. Results are disseminated to the public through a user-friendly, searchable directory of postsecondary education and training in the State.

Key steps in meeting this deliverable include:

Task 1.1: Distribute SLDS proposal to Institutions of Higher Education (IHEs), professional associations related to education (School Boards, Principals and Administrators, Teachers), key labor associations, commerce associations (State Chamber of Commerce, NJ Business and Industry

Association) researchers (Research Universities, Local “think tanks”), philanthropic associations (Council of NJ Grantmakers), parent groups (NJPTA), and other key stakeholder groups (League of Municipalities).

Task 1.2: Convene regional kick off meetings (3) to solicit feedback and guidance on the creation of the P-20W Data Advisory Council.

Task 1.3: Develop shared research agenda and itemized list of key deliverables (specific data elements, collection/annual submission calendar, reports, dashboards, other tools) to meet the needs of the statewide research agenda and key stakeholder group needs.

Task 1.4: Finalize key deliverables and workflow, meeting calendar, recurring agenda, and specific workgroups to inform the development of deliverables, provide feedback, and monitor progress.

Task 1.5: Develop data governance structures and finalize data sharing agreements across contributing agencies.

Task 1.6: Hire, train and equip project employees to support NJDOE and NJHE in the implementation of the project goals.

Deliverable 2: Partition and Expand SLDS to house new postsecondary and workforce data collections

As mentioned above, most of the work proposed herein is not related to technical development of a new system but rather the extension of the existing SLDS platform, warehouse, data cubes and reporting structures to accommodate direct postsecondary uploads and the inclusion of workforce data via single source upload. The environments will be separated appropriately and structured to ensure security and compliance with FERPA and state requirements related to the storage of these sensitive data elements. Such partitioned sections of the SLDS guarantee that data collections are in fact kept separate so that each agency that provides data can ensure that their individual governance and security protocols remain in place. For example, NJHE collects social security data at an individual level from its submitters. These data need to be secured and kept separate from the P-12 data collections, as it is NJDOE’s policy to not collect social security numbers from its school districts. Once such a data storage structure is developed, NJHE will be able to upload its prior years of collected data, linking them via social security numbers, to establish a longitudinal data warehouse.

Thus, a partitioned warehouse with separate collections – as well as single source uploads from NJLWD’s wage record system – would allow each agency to maintain its data according to its own internal data policies.

Key tasks in meeting this deliverable include:

Task 2.1: Review and compile existing data elements available in SLDS (NJDOE), SURE (NJHE), and Workforce/Labor Data Collections.

Task 2.2: Meet individually with identified stakeholders, analysis of stakeholder needs, development of a listing of essential data elements based on inventory/analysis. Perform gap analysis of existing data elements in respective agency collections and those necessary to fulfill the research agenda. P-20W Data Advisory Council to assess gap, recommend new data elements to respective agencies, and prioritize the collection of specific information/establish collection timelines.

Task 2.3: Development and expansion of existing data dictionaries and file layouts to clearly articulate the data being collected and their purpose.

Task 2.4: Review and ensure compliance with FERPA restrictions, State and other compliance needs related to finalized data elements. Understand restrictions and design compliant data store and reporting structures to comply with regulations.

Task 2.5: Design and build operational data store and technical infrastructure to house collection.

Deliverable 3: Create a shared data resource

Simply put, after formal data sharing agreements are in place, the next step in the collaborative process is to create a longitudinal, student/individual level data set that can be accessed and shared to produce the various reports, analysis tools, and consumer dashboards, as specified by the P-20W Data Advisory Council, individual agencies, and key stakeholder groups, that will include the research community, philanthropists, and parents. NJDOE intends to leverage and build upon the current technical infrastructure, reporting tools, relationships, and consultancy expertise provided through its existing relationship with Public Consulting Group in expanding the scope of the existing NJDOE SLDS' secure static reports, dashboards, and business intelligence tools; as well as its public facing data portal.

The contents and appropriate use of these resources would be governed and informed by the data sharing agreements of the three state agencies that contribute data to the resource. Again, data will be properly partitioned and stored in a manner that is compliant with all Federal and state regulation. The reports and dashboards available through the public/community access portal will be fed by de-identified data from the expanded SLDS. The system will be fully secure, compliant with all FERPA regulations, and will not reveal or be manipulated to reveal any identifiable student level information.

Key tasks in meeting this deliverable include:

Task 3.1: Based on research agenda and communicated needs of P-20W Data Advisory Council and stakeholder groups, develop cube structures to be used for the development of reports, business intelligence tools, public/community access portal, and required Federal reports for contributing agencies (NJDOE, NJHE, NJWLD).

Task 3.2: Build and populate necessary data cubes to feed developed reports, dashboards and/or performance reports.

Task 3.3 Establish security protocol and identify which users receive access.

Deliverable 4: Expand NJHE's data collections

NJHE collects forty student-specific demographic, academic, and education progress data elements for each enrollee and twenty-five data elements for each graduate. As part of this grant, NJHE will lead the expansion of their data collections to include the higher education data elements that are part of the Common Education Data Standards and/or IPEDS. Additionally, while NJDOE is currently collecting Career and Technical Education (CTE) Program information from the P-12 sector, NJHE will facilitate the expansion of the collection of these data to postsecondary institutions so that greater coherency across CTE programs and reporting can occur.

This work will involve the establishment of a comprehensive postsecondary data dictionary, data file layouts, the development and training of postsecondary data submitters through the provision of WebEx's, regional on-site meetings, video conferencing, and real-time help desk support. These systems and processes are currently in place to govern the P-12 data submission processes from over 650 school districts, and have proven to be highly effective under the management of the NJDOE's current vendor. Postsecondary submitters will be afforded these same services and supports in submitting their respective data under the direction of NJHE, so this deliverable involves the expansion of these existing activities to higher education submitters rather than the development of new data submission routines.

Key tasks in meeting this deliverable include:

Task 4.1: Finalize list of expanded data elements to satisfy Federal reports, stakeholder needs, and state research agenda.

Task 4.2: Under the direction of NJHE, work with the 63 IHEs to provide input and guidance on final Data Handbook and IHE file layout. Determine and finalize annual submission cycle for new data collections.

Task 4.3: Under the direction of NJHE, expand SLDS Help Desk to provide user training and real time support to expanded users

Task 4.4: Create new users and permission structures in Active Directory. Establish Web User Administrators at each IHE. Provide IHEs with guidance on developing respective data use policies if policies currently unclear.

Task 4.5: Define and publish final Data Handbook and File Layout. Train users (in-person regional (3) and video conference. (Handbook is published at least 10 months prior to collection close))

Task 4.6: Document functional requirements and develop new IHE submission.

Task 4.7: Provide orientations to the User Interface and portal functions. Launch collection practice periods. Collect, correct, and train.

Task 4.8: Launch Submission period for initial Official Collections. Collect, correct, train, and store data.

Deliverable 5: Development of data use deliverables

New Jersey's SLDS system currently provides users with several types of analytic tools. Through Edanalyzer, school districts are able to perform cross-tabular analyses of student demographics and assessments, for example. Through the "District Reports" functionality, users are able to create aggregate reports that join various data submissions, single source uploads such as those from assessment vendors or the College Board, as well as NJDOE-provided analyses such as the calculation of student-level growth scores on the state assessments. Each of these reports is drill-down ready, to provide a roster of students in each cell of each report. Additionally, the data is easily exportable to either a .csv or excel file for additional analyses.

Under the guidance of the P-20W Data Advisory Council, the intention is to extend this type of functionality to the submitters of higher education data, to create aggregate level dashboards and consumer reports, and to provide sophisticated business intelligence tools to each state agency's analysts.

Sample reports illustrating concepts that are under consideration include the following, and are contained in this proposal in the Appendices.

1. *Academic Performance of 2-year College Transfer Students* – Shows the academic performance of students who completed 2 years of college education and transferred to a 4-year college/university. The report illustrates the differences in performance between students who took remedial course work prior to their transfer and those who did not require remediation at that time. (Appendix One)
2. *Remedial Course Report* – A sample report that illustrates the percentage and actual numbers of high school graduates and enrolled college students who required remedial coursework once enrolled in NJ's public IHEs. It also quantifies

the total amount of remedial coursework students required (by course or credit).
(Appendix Two)

3. ***State Level College and Career Readiness High School Feedback Report*** – This is a sample narrative report that can be created based on the data that will be available in the expanded system, regarding enrollment and remediation needs. The sample is a state level illustration and a similar breakdown by county, demographically similar districts, or specific high school could also be generated.
(Appendix Three)

This deliverable will entail the provision of professional development across multiple levels of users, governed by rules of appropriate access given their various user roles. Course titles and specific learning objectives for the professional development workshops will be based on consultation and approval from the P-20W Data Advisory Council, informed by emerging community needs, and delivered by PCG Education. Courses will likely cover the following topics:

- Using Postsecondary Reports
- Using Workforce and Labor Reports
- Establishing High Quality Data
- Using Data to Manage Postsecondary and Workforce Programs, Policies, and Accountability

Key tasks in meeting this deliverable include:

Task 5.1: Based on research agenda and communicated needs of P-20W Data Advisory Council and stakeholder groups, finalize functional requirements for mandatory reports, business intelligence tools, dashboards and portals.

Task 5.2: Design and develop, based on direction of P-20W Data Advisory Council at least 2 high school feedback reports in NJ SMART for LEAs and NJDOE and other state level personnel. Develop prototype, solicit stakeholder feedback, revise, and deploy final reports to production.

Task 5.3: Design and develop, based on direction of P-20W Data Advisory Council at least 3 postsecondary feedback reports to IHES, NJHE, and other state level personnel.

Task 5.4: Design and develop, based on direction of P-20W Data Advisory Council at least 2 workforce and labor reports.

Task 5.5: Expand NJDOE BI Tool to include postsecondary and workforce data and deploy prototype to production. Develop necessary data stores, permission levels and access policies in consultation with NJHE and NJLWD.

Task 5.6: Orient registered users to the BI Tool through in-person and video conference trainings.

Task 5.7: Design and develop professional development workshop series of at least 5 trainings to be offered regionally three times per year. Learning objectives to be defined based on the needs and recommendations of the P-20W Data Advisory Council and stakeholder groups, but determined/approved by the Council.

C. Timeline for Project Outcomes

In this section, we present our timeline for the completion of our five proposed deliverables. Although the timeline represents an ambitious undertaking, we believe, given our successful work to date, that we can implement the five proposed deliverables within the three-year period of the grant. As mentioned above, a significant portion of this work can be accomplished by a straightforward expansion of the number of data elements collected. As these data elements have become increasingly better specified as the result of other states' efforts, EDEN/EDFacts, and the Common Education Data Standards/IPEDs, we are in a position to leverage this existing work.

For each project deliverable, the state agency who serves as the data steward of the existing collection will take the lead role of articulating appropriate policy, specifications, and requirements while our SLDS vendor will develop and implement the new functionality within the existing SLDS platform and warehouse. Other partnerships, as needed, are described below specific to each outcome.

As NJDOE has not received any federal grant funding to-date to support the development of the SLDS, no risk of duplication of efforts exists as the development of the SLDS has proceeded with the use of state funds and through a contractual agreement with an external vendor.

For each project deliverable and task below we specify a date that work will be initiated and completed as well as the staff responsible for overseeing the deliverable. Please see the Budget Narrative for a fully specified timeline by Deliverable and Task.

Deliverable 1 - Timeline and Work Plan: The establishment and functionality of the P-20W Data Advisory Council will be jointly delivered by the three state agencies that are party to this application. Each agency will specify staff to serve as a co-chair to the council. In addition, NJDOE will function as the secretary to the Council to facilitate the scheduling of the meetings, the circulation of materials if appropriate, and the documentation of the Council's work.

Deliverable #1: Establish a P-20W Data Advisory Council					
<i>Task</i>	<i>Description</i>	<i>Owner</i>	<i>Support</i>	<i>Start</i>	<i>End</i>
Task 1.1:	Distribute SLDS proposal to key stakeholders.	NJDOE, NJHE, NJLWD	PCG	Jun-12	Jul-12
Task 1.2:	Convene regional kick off meetings (3) to solicit feedback and guidance on the creation of the P-20W Data Advisory Council. Council members are selected by NJDOE, NJHE, and NJLWD.	NJDOE, NJHE, NJLWD	PCG	Jul-12	Oct-12
Task 1.3:	Develop shared research agenda and itemized list of key deliverables (specific data elements, collection/annual submission calendar, reports, dashboards, other tools) to meet the needs of the statewide research agenda and key stakeholder group needs.	P-20W Data Council	PCG	Aug-12	May-15
Task 1.4:	Finalize key deliverables and workflow, meeting calendar, recurring agenda, and specific workgroups to inform the development of deliverables, provide feedback, and monitor progress.	P-20W Data Council	PCG	Sep-12	Oct-12
Task 1.5:	Development of data governance structures and finalize data sharing agreements across contributing agencies.	P-20W Data Council		Jun-12	Oct-12
Task 1.6:	Hire, train and equip project employees to support NJDOE and NJHE in the implementation of the project goals. (Anticipated September Start)	NJDOE, NJHE		Jun-12	Sep-12

Deliverable 2 - Timeline and Work Plan: Under the direction of NJDOE, in close collaboration with the P-20W Data Advisory Council, PCG Education will develop the infrastructure for collections.

Deliverable #2: Partition and Expand SLDS to house new posts econdary and workforce data collections					
<i>Task</i>	<i>Description</i>	<i>Owner</i>	<i>Support</i>	<i>Start</i>	<i>End</i>
Task 2.1:	Review and compile existing data elements available in SLDS (NJDOE), SURE (NJHE), and Workforce/Labor Data Collections.	PCG	P-20w Data Advisory Council	Jun-12	Jun-12
Task 2.2:	Meet individually with identified stakeholders, analysis of stakeholder needs, develop listing of essential data elements based on inventory/analysis. Perform gap analysis of existing data elements in respective agency collections.	PCG	P-20W Data Advisory Council	Jun-12	Jul-12
Task 2.3:	Development and expansion of existing data dictionaries and file layouts to clearly articulate the data being collected and their purpose.	PCG	P-20W Data Advisory Council	Jul-12	Aug-12
Task 2.4:	Review and ensure compliance with FERPA restrictions, State and other compliance needs related to finalized data elements. Understand restrictions and design compliant data store and reporting structures to comply with regulations.	PCG	P-20W Data Advisory Council	Aug-12	Aug-12
Task 2.5:	Design and build operational data store and technical infrastructure to house collection.	PCG		Sep-12	Nov-12

Deliverable 3 - Timeline and Work Plan: Under the direction of NJDOE, in close collaboration with the P-20W Data Advisory Council, PCG Education will develop the necessary cubes and other technical infrastructure to develop analytical tools including reports and business intelligence tools.

Deliverable #3: Create a shared data resource.					
<i>Task</i>	<i>Description</i>	<i>Owner</i>	<i>Support</i>	<i>Start</i>	<i>End</i>
Task 3.1:	Based on research agenda and communicated needs of P-20W Data Advisory Council and stakeholder groups, develop cube structures to be used for the development of reports, business intelligence tools, public/community access portal, and required Federal reports for contributing agencies (NJDOE, NJHE, NJLWD).	PCG	P-20W Data Advisory Council	Aug-12	Oct-12
Task 3.2:	Build and populate necessary data cubes to feed developed reports, dashboards and/or performance reports.	PCG		Sep-12	Nov-12
Task 3.3	Establish security protocol and identify which users receive access.	PCG		Oct-12	Oct-12

Deliverable 4 - Timeline and Work Plan: Under the direction of NJHE, PCG Education will develop the necessary technical and help desk capacity, define submission processes, and develop and deploy communications and user trainings to support the expansion and collection of NJ IHE data.

Deliverable #4: Expand NJHE's data collections					
<i>Task</i>	<i>Description</i>	<i>Owner</i>	<i>Support</i>	<i>Start</i>	<i>End</i>
Task 4.1:	Finalize list of expanded data elements to satisfy Federal reports, stakeholder needs, and state research agenda.	P-20W Data Advisory Council	PCG	Jul-12	Sep-12
Task 4.2:	Under the direction of NJHE, work with the 63 institutions of higher education (IHEs) to provide input and guidance on final Data Handbook and IHE file layout. Determine and finalize annual submission cycle for new data collections.	PCG	P-20W Data Advisory Council	Jul-12	Oct-12
Task 4.3:	Expand SLDS Help Desk to provide user training and real time support to expanded users	PCG		Oct-12	Dec-12
Task 4.4:	Create new users and permission structures in Active Directory. Establish Web User Administrators at each IHE. Provide IHEs with guidance on developing respective data use policies if policies currently unclear.	PCG	P-20W Data Advisory Council	Nov-12	May-15
Task 4.5:	Define and publish final Data Handbook and File Layout. Train users (in-person regional (3) and video conference (at least 10 months prior to collection close))	PCG	P-20W Data Advisory Council	Dec-12	Jan-13
Task 4.6:	Document functional requirements and develop new IHE submission.	PCG	P-20W Data Advisory Council	Dec-12	Mar-13
Task 4.7:	Provide user orientations to the User Interface and portal functions. Launch collection practice periods. Collect, correct, and train.	PCG	P-20W Data Advisory Council	Mar-13	Dec-13
Task 4.8:	Launch Submission period for initial Official Collections. Collect, correct, train, and store data.	PCG	P-20W Data Advisory Council	Dec-13	May-15

Deliverable 5 - Timeline and Work Plan: Under the direction of the P-20W Data Advisory Council, PCG Education will develop the necessary reports, tools, and professional development training to build the knowledge and capacity of state level personnel to better understand and utilize the expanded SLDS to inform policy, reflection, and practice throughout the P-20W continuum.

Deliverable #5: Development of data use deliverables.					
<i>Task</i>	<i>Description</i>	<i>Owner</i>	<i>Support</i>	<i>Start</i>	<i>End</i>
Task 5.1:	Based on research agenda and communicated needs of the P-20W Data Advisory Council and stakeholder groups, finalize functional requirements for mandatory reports, business intelligence tools, dashboards and portals.	PCG	P-20W Data Advisory Council	Dec-12	Feb-13
Task 5.2:	Design and develop, based on direction of P-20W Data Advisory Council, (at least 2) high school feedback reports in NJ SMART for LEAs and NJDOE (and other state level) personnel. Develop prototype, solicit stakeholder feedback, revise, and deploy final reports to production.	PCG	P-20W Data Advisory Council	Jan-13	Jun-13
Task 5.3:	Design and develop, based on direction of P-20W Data Advisory Council, (at least 3) postsecondary feedback reports to IHEs and NJHE (and other state level) personnel	PCG	P-20W Data Advisory Council	Feb-13	Jul-13
Task 5.4:	Design and develop, based on direction of P-20W Data Advisory Council, (at least 2) workforce and labor reports.	PCG	P-20W Data Advisory Council	Apr-13	Sep-13
Task 5.5:	Expand NJDOE BI Tool to include post secondary and workforce data and deploy prototype to production. (Develop necessary data stores, permission levels and access policies.)	PCG	P-20W Data Advisory Council	Dec-12	May-13
Task 5.6:	Orient registered users to the BI Tool through in-person and video conference trainings.	PCG	P-20W Data Advisory Council	May-13	Sep-13
Task 5.7:	Design and develop professional development workshop series of at least 5 trainings to be offered regionally three times per year. Learning objectives to be defined based on the needs and recommendations of the P-20W Data Advisory Council and stakeholder groups.	PCG	P-20W Data Advisory Council	Jan-13	May-15

D. Project Management and Governance Plan

As referenced above, the three state agencies that are a part of this proposal have long had excellent relationships. In the past, the agencies have collaborated on important topics such as NJDOE’s High School Redesign efforts and are currently collaborating in NJDOE’s College and Career Ready Task Force to guide the implementation of the Common Core Standards and new assessments.

While these collaborations have been important, this grant would allow us to establish a permanent P-20W Data Advisory Council to formalize data sharing agreements, to collaborate on the establishment of data collections, to further each agency’s data analysis efforts, and to establish a common research agenda as well. The P-20W Data Advisory Council will include representatives from postsecondary institutions, workforce organizations, P-12 school districts, Career and Technical programs and schools,

researchers, and community stakeholders as well and will guide the establishment and implementation of the data use deliverables.

As part of the P-20W Data Advisory Council, each agency will formulate its own subcommittee (largely leveraging existing agency-specific governance structures) to govern the development of the data collections that are under its auspices. As described herein, our proposal includes the expansion of the SLDS portal and data warehouse to include data submissions from New Jersey's institutions of higher education rather than the development of a separate platform. NJHE will thus lead the effort to define this new collection in terms of its data elements, business and validation rules, collection schedule, and user-level functionality. The existing data warehouse will be partitioned so that the new data from higher education institutions is maintained separately. Data from NJWLD will also be added into a partitioned part of the SLDS.

Each of the three state agencies will govern their existing collections as data stewards for their reporting entities, but enter into formal data sharing agreements as to which data elements can be shared across agencies, who can have access to such data, and how the data can be used. Once formalized, a shared 'data set' will be established that links, at an individual level, records from P-12, higher education, and workforce. The P-20W Data Advisory Council will inform and guide these data sharing agreements and monitor the use of the data in addition to helping to structure a common research agenda.

After data agreements are formalized, NJDOE will exercise contractual and operational oversight over the SLDS and this grant in accordance with the agreements.

This proposal also calls for the addition of two staff members to NJDOE and three staff members to NJHE. The new NJDOE staff will be located in the Office of Student Performance Metrics under the direction of the Project Lead. Their role will be to support the P-20W Data Advisory Council's research agenda by either conducting research independently or partnering with external researchers, utilizing the shared data to inform NJDOE supports and interventions for schools not meeting performance targets in the preparation of their students for college and/or careers, and disseminating and supporting the use of data use deliverables related to P-12 schools and districts, such as the high school feedback reports.

To take advantage of the enriched resources available from the integrated SLDS, NJHE needs to expand its staff with a research scientist, a data programmer/analyst and research collections data steward. These additional personnel will enable NJHE to expand its data collection and improve its existing reports. The current reports merely tabulate and reprint data collected from New Jersey's 63 institutions of higher education. With an integrated SLDS, analyses looking at more complex sets of variables will vastly improve the value of the information being made available to the public. For instance, analyzing degree completion data with employment data would give students and their families better information about how graduates of a particular college performed in the workforce.

Using shared data NJHE can streamline its data gathering for its federal grants' reporting. NJHE administers a 6-year, \$24 million Gaining Early Awareness and Readiness for Undergraduate Programs (GEAR UP) program as well as a \$2.1 million College Access Challenge Grant (CACG). Both programs' (GEAR UP and CACG) reporting processes divert resources that could be better utilized in the delivery of services to students. Shared data will improve the reports and create efficiencies for each of the participating college partners in these grants.

E. Project Staff

Project Lead: Dr. Bari Anhalt Erlichson

Dr. Erlichson joined the NJDOE in 2008 and formally assumed the title of Chief Performance Officer/Assistant Commissioner in 2011. In this role, she oversees the NJDOE's school and district performance and accountability system, the development of the SLDS, and the establishment of the NJDOE's research agenda.

Prior to joining the NJDOE, Dr. Erlichson conducted several external studies of school and school districts under contract to the NJDOE and also supported by foundations while at Montclair State University and as a professor at Rutgers University. She has published widely on issues such as school reform implementation, federal policy analysis, and the roles of various education stakeholders, such as school boards. She holds a doctorate in political science from Stanford University and a master's degree in Educational Administration from the School of Education at Stanford University.

Dr. Erlichson's role in this project will account for 50% of her time, as an in-kind contribution, and will include the following:

- Facilitating the development of new data dictionaries and ensuring the alignment of new collections to the National Education Data Model and EDEN/EDFacts;
- Planning for the deployment of new collections in terms of project scheduling;
- Structuring partnerships with and communication to school districts;
- Partnering with the state Attorney General's office to structure data sharing agreements;
- Chairing the NJDOE SLDS Committee and working internally with NJDOE program offices on data collections and data use deliverables;
- Co-chairing the P-20W Data Advisory Council; and
- Traveling to IES, EIMAC and EDFacts meetings.

Project Contract Manager: Mr. Jack Moticha

Mr. Moticha joined the NJDOE in November 1997 and serves as the agency's Chief Information Officer. Prior to assuming this role, Mr. Moticha served as the Manager of

all Legacy Applications within the department, including all distributed data collection systems as well as educational aid systems.

Mr. Moticha's role in this project will account for 5% of his time, as an in-kind contribution, and will include the following:

- Overseeing the development of the contracts related to this work;
- Overseeing the completion and timeliness of development benchmarks and deliverables; and
- Directing the ongoing process of vendor invoicing.

Project Manager – Higher Education: Ms. Betsy Garlatti

Ms. Garlatti joined NJ Higher Education in October 2006 and serves as the agency's Director, Finance and Research. In that role, she supervises the SURE/IPEDS collection and reporting, all internal and external studies using SURE/IPEDS data and chairs the Higher Education Data Advisory Group. Prior to joining the NJHE, Ms. Garlatti worked in leadership roles at the University of Medicine and Dentistry of New Jersey, the University of Pennsylvania, and Rutgers, The State University of New Jersey. Ms. Garlatti holds a Master of Arts degree in Political Science from Rutgers, The State University of New Jersey.

Ms. Garlatti role in this project will account for 20% of her time, as an in-kind contribution, and will include the following:

- Overseeing the implementation of NJHE collection changes related to this work;
- Supervising the three (3) staff positions funded by this grant;
- Overseeing the completion and timeliness of NJHE benchmarks and deliverables;
- Partnering with the state Attorney General's office to structure data sharing agreements;
- Chairing the NJHE SLDS Committee and working internally with NJHE program offices, colleges and universities on data collections and data use deliverables; and
- Co-chairing the P-20W Data Advisory Council.

Project Assistant – Higher Education: Mr. Gary Nigh

Mr. Nigh has been with New Jersey's state higher education governing/coordinating body since 1977 and worked on the higher education Student Unit Record system (SURE) since its inception in 1985, taking over as its coordinator in 1993. In 2003, he became state IPEDS Coordinator giving him an extensive knowledge of the data collection and federal data reporting requirements of New Jersey colleges and universities.

Mr. Nigh's role in this project will account for 20% of his time as an in-kind contribution and will include training new staff on the current reporting needs of NJHE and assuring a smooth transition from current operations to the new SLDS.

Project Manager – Labor and Workforce Development: Dr. Aaron Fichtner

Dr. Fichtner joined NJLWD in July 2011 as the Assistant Commissioner for Labor Planning and Analysis. In this role, Dr. Fichtner is responsible for labor market and demographic research, performance metrics, analysis and evaluation of the Department's program. He is also responsible for the regulation of postsecondary training providers through the NJTOPPS.org website, for the delivery of career information to students and for the implementation of the Department's industry-specific Talent Network initiative.

Dr. Fichtner has extensive experience in building and using longitudinal data that combines education, training and workforce data. Prior to joining NJLWD, Dr. Fichtner was Director of Research and Evaluation at the Heldrich Center for Workforce Development at Rutgers University.

Dr. Fichtner will oversee the Department's involvement in the SLDS effort, co-chair the P-20W Data Advisory Council, and will work with staff to use data from the system to inform the state's labor market and workforce development policies, programs and investments.

Project Manager – Data Warehousing, Reporting and Professional Development: Mr. Jim McGlynn, (Public Consulting Group – (PCG))

Jim McGlynn is an employee of PCG Education and has served the project director for NJ SMART (NJDOE's SLDS) since 2010. In his focused role as PCG Education's primary point of contact, Jim works with the New Jersey Department of Education's executive leadership and program area directors on a daily basis, as well as the state's 650+ local education agencies to collect, manage and leverage data to maximize student achievement, improve teacher training and reflection, and inform state and district policies and strategies.

Under the SLDS project, Jim will direct Public Consulting Group's dedicated NJ SMART team of 34 individuals on a daily basis and will leverage PCG's additional staff resources in supporting the NJDOE, NJHE, and NJLWD in the development and orientation of the P-20W Data Advisory Council; expansion of the SLDS data system; the engagement and solicitation of feedback of key stakeholder groups in the development of reporting functions, business intelligence tools, and professional development services.

Jim brings more than a decade of experience working in and in support of school districts across the State of New Jersey. As an educator, Jim has designed, implemented, and taught STEM and literacy curriculum; developed and delivered professional development

for teachers and supervisors throughout urban, suburban and rural school settings statewide; and has worked with various education stakeholder groups and philanthropic organizations to design and implement data systems that empower schools, communities, and programs to better understand student learning and the supports needed to ensure college and career readiness. Through his various leadership roles with local and national organizations, he has published articles and policy briefs on the merits and challenges of specific education reforms; participated in the development and passage of Federal and local legislation that has led to increased funding for service learning in urban schools; served as advisor and trustee to a number of cities and education agencies throughout New Jersey; and led public/private partnerships that have brought millions of dollars in private sector investment directly to the lives of New Jersey public school students.

Solution Architect – Mr. David Fitzgerald (PCG)

David “Fitz” Fitzgerald, a Solution Architect for the PCG Education practice area, will serve as the solution architect for the design and development of business intelligence tools and the public community access portal for the expanded SLDS. Fitz has over 20 years of experience designing and implementing decision support, data warehouse, and reporting systems.

As a Solution Architect, Fitz is responsible for the reporting framework of PCG’s education technologies on both desktop and mobile devices. He has assisted districts and state level education agencies in their design of key performance indicators and data intensive dashboards, and in enabling a decision support fabric through integration with technologies such as Microsoft SharePoint. Fitz has delivered public facing, as well as teacher, principal, and superintendent centric portals. He has developed early warning systems for detecting students with high risk of failure or dropping out. The Data Warehouse Institute (TDWI) and Microsoft have recognized his designs as best practices in its World-Wide Partner awards for Information Systems.

Fitz’s deep expertise in designing dashboards and reports that enable policy makers, educators, and the public at all levels is particularly relevant for this project.

Senior Advisor - Data Model Expansion – Mr. Greg Nadeau (PCG)

Greg Nadeau, a Manager for PCG Education, will serve as a Senior Advisor for the expansion of the SLDS data model and storage solutions related to the SLDS project.

Greg has over 17 years experience leading state longitudinal data systems, eight on the public side as chief information officer of the Massachusetts Department of Education, and ten in the private sector, consulting with private companies, educational organizations, and states. Greg served on the board of directors of the School Interoperability Framework Association (SIFA) and as an expert consultant to the Council of Chief State School Officers (CCSSO). In 2001, Greg created and led the US

Open e-Learning Consortium, a 14-state USED-funded project. The primary objective of the consortium was to harvest released high-stakes assessment items to create a pool for low-stakes interim assessments. Greg has directed successful statewide education data projects in Massachusetts, South Carolina, Pennsylvania, Rhode Island, and Illinois; and participated in projects with dozens of other states. From 2009 to 2011 he successfully led CCSSO's State Core Model project and he currently leads the team developing the CEDS Logical Model for the National Center for Education Statistics.

Greg's extensive experience with state longitudinal data systems, specifically NJ SMART, as well as working with state agencies in the area of data model design, is particularly relevant for this project.

Other Attachment File(s)

* Mandatory Other Attachment Filename:

To add more "Other Attachment" attachments, please use the attachment buttons below.

Appendices

Appendix One: Academic Performance of 2-year College Transfer Students – Shows the academic performance of students who completed 2-years of college education and transferred to a 4-year college/university. The report illustrates the differences in performance between students who took remedial course work prior to their transfer and those who did not require remediation at that time.

Appendix Two: Remedial Course Report – A sample report that illustrates the percentage and actual numbers of high school graduates and enrolled college students who require remedial coursework once enrolled in NJ's public IHEs. It also quantifies the total amount of remedial coursework students required (by course or credit).

Appendix Three: State Level College and Career Readiness High School Feedback Report – This is a sample narrative report that can be created based on the data that will be available in the expanded system. It speaks to enrollment and remediation needs in a manner that is intended for broader consumption.

Comparison of Developmental Education vs No Developmental Education Fall 2009

Institution	Total ^A Transfers Fall 2009	DE ^B	Developmental Education Prior to Transfer					Enroll Fall ^D 2010	No DE ^F	No Developmental Education Prior to Transfer					Enroll ^G Fall 2010	
			<2.0	2.0-2.49	2.5-2.99	3.0-3.49	>3.5			2.0-2.49	2.5-2.99	3.0-3.49	>3.5	Unknown ^I		
Berkeley College	11	8	5	7	6	5	5	6	6	5	6	6	5	3	5	8
Bloomfield College	33	22	8	6	12	6	9	6	19	33	16	7	8	5	8	13
Caldwell College	11	9	5	7	6	6	5	8	7	5	5	5	5	5	7	7
Centenary College	25	19	8	8	11	6	5	6	16	11	11	6	7	5	5	11
College of New Jersey	31	21	8	6	11	9	7	5	16	15	7	7	7	5	5	12
College of Saint Elizabeth	12	11	5	6	6	9	5	5	10	6	5	5	6	5	5	6
DeVry University-New Jersey	16	14	7	6	8	5	5	13	7	5	6	6	6	5	7	7
Drew University	19	13	6	6	9	6	6	12	11	7	7	6	7	5	8	8
Eastern International College	11	7	5	6	6	5	5	7	9	6	6	6	6	6	7	7
Eastwick College	27	17	7	7	8	9	6	5	16	15	5	5	5	5	6	15
Fairleigh Dickinson Univ.-Florham	175	114	27	24	20	27	40	6	92	66	13	12	25	7	48	48
Fairleigh Dickinson Univ.-Metro	10	7	5	6	5	6	5	5	6	8	7	6	5	5	7	7
Felician College	14	11	6	7	8	5	5	5	11	8	6	6	5	5	5	6
Georgian Court University	71	41	20	12	11	10	7	6	33	35	11	8	11	5	29	29
Keen University	87	56	15	13	15	23	9	6	49	31	12	12	10	6	24	24
Monmouth University	164	107	22	12	20	37	33	8	81	62	12	13	18	5	46	46
Montclair State University	13	8	5	5	7	5	6	5	8	10	5	6	6	5	10	10
New Jersey City University	11	9	5	6	6	6	5	6	8	7	6	6	5	5	5	5
Moza Southeastern University	639	381	131	84	71	38	57	5	276	263	82	33	65	5	182	182
Princeton University	33	20	9	8	7	10	6	5	17	18	9	7	8	5	18	18
Ramapo College of NJ	520	295	47	64	66	80	55	8	243	230	47	34	40	8	181	181
Ricard Stockton College of NJ	10	9	6	5	5	8	5	5	8	6	5	5	5	5	6	6
Rider University	16	13	6	9	6	6	6	5	12	8	6	6	6	5	6	6
Rowan University	29	21	10	8	11	7	5	5	19	13	8	6	8	5	10	10
Saint Peters College	242	161	25	19	30	62	42	7	123	86	8	15	13	6	66	66
Seton Hall University	28	18	12	9	6	6	5	5	11	15	8	8	8	5	14	14
Stevens Institute of Technology	664	400	108	79	81	93	55	9	293	209	50	41	33	6	160	160
Strayer University	11	6	5	5	5	6	5	5	6	10	5	5	5	5	7	7
Thomas Edison State College	11	8	5	5	6	7	5	5	8	8	5	5	7	5	5	8

A - Students who were coded as first time transfer in Fall 2009 on CBM001. Tracked back 6 years in CTC to see if they earned at least 30 hours.
 B - Transfers who took developmental education at some point in the 6 years leading up to the transfer. Used Dev Ed SCH > 0 on the CBM001.
 C - GPA during the first year at the university. If student had some SCH and no grade points, they are counted in < 2.0. If they did not match to the CBM002, they are unknown.
 D - Still enrolled at same institution in the following fall.
 E - Transfers who did not take any developmental education during the 6 years leading up to the transfer.
 F - GPA during the first year at the university.
 G - Still enrolled at same institution in the following fall.

Note - Other Public 4-Yr Institutions include universities who received less than 5 students from a community, state or technical college.

Enrollment and Extent of Remedial Courses/Credits
2003 - 2006 New Jersey Public High School Graduates
Enrolled in New Jersey Public Higher Education Institutions

Year of High School Graduation	New Jersey Public High School Graduates				Number of Remedial Courses/Remedial Credits Taken									
	Total Graduates Enrolled in New Jersey Higher Education		Graduates Enrolled in Remedial Courses		1 Course		2 Courses		3 Courses		4+ Courses		Dev Credits	
	Number	% of high School Class	Students	% of High School Class	Students	Credits	Students	Credits	Students	Credits	Students	Credits		
Enrolled at Any Public Higher Education Institution (New Jersey State Colleges and Universities)														
2006	59,094	44%	9,166	16%	4,856	16,857	2,338	16,263	1,164	12,183	838	13,253	58,556	
2005	58,488	49%	10,834	19%	5,686	19,761	2,707	18,433	1,318	13,696	1,123	19,093	70,983	
2004	60,016	50%	11,150	19%	5,972	20,583	2,767	19,001	1,377	14,490	1,034	17,595	71,669	
2003	59,440	50%	10,782	18%	5,778	19,807	2,639	18,363	1,331	14,055	1,034	17,524	69,749	
Enrolled at the Rutgers University (any campus)														
2006	59,094	9%	228	0%	206	814	22	176	0	0	0	0	990	
2005	58,488	9%	370	1%	306	1,207	62	494	6	24	0	0	1,725	
2004	60,016	9%	435	1%	326	1,278	95	760	14	168	0	0	2,206	
2003	59,440	9%	402	1%	284	1,102	101	806	15	180	6	32	2,120	
Enrolled at New Jersey State Colleges and Universities (any campus)														
2006	59,094	35%	8,968	15%	4,650	16,043	2,316	16,087	1,164	12,183	838	13,253	57,566	
2005	58,488	40%	10,464	18%	5,380	18,554	2,645	17,939	1,316	13,672	1,123	19,093	69,258	
2004	60,016	41%	10,715	18%	5,646	19,305	2,672	18,241	1,363	14,322	1,034	17,595	69,463	
2003	59,440	41%	10,380	17%	5,494	18,705	2,538	17,557	1,316	13,875	1,032	17,492	67,629	
Enrolled at New Jersey State Two-Year Colleges														
2006	59,094	25%	7,513	13%	3,446	12,421	2,082	15,058	1,151	12,122	834	13,190	52,791	
2005	58,488	31%	8,555	15%	3,900	13,969	2,268	16,111	1,279	13,430	1,108	18,895	62,415	
2004	60,016	31%	8,771	15%	4,059	14,458	2,378	16,871	1,317	14,007	1,017	17,370	62,706	
2003	59,440	31%	8,401	14%	3,832	13,613	2,304	16,317	1,257	13,302	1,008	17,160	60,392	
Enrolled at New Jersey State Universities														
2006	59,094	10%	1,474	2%	1,237	3,749	227	984	10	42	0	0	4,775	
2005	58,488	12%	1,990	3%	1,605	5,025	358	1,641	25	167	6	10	6,843	
2004	60,016	11%	2,023	3%	1,706	5,294	290	1,326	22	125	6	12	6,757	
2003	59,440	12%	2,068	3%	1,790	5,539	236	1,278	39	381	6	39	7,237	

PR/Award # R372A12005

New Jersey College and Career Readiness High School Feedback Report, Class of 2008

Highlights

This report provides college-going and college readiness information about New Jersey's 2008 class of high school seniors. All college-going information in this report is for 2008 high school graduates who entered postsecondary education in the summer or fall of 2008 and not later.

College Going

43,362 students graduated from New Jersey's public and private high schools in 2008. 63 Percent of those students went straight to college the following fall, with 57 percent attending colleges and universities in New Jersey and 6 percent out-of-state. This is a significant increase since 2004 in both the number of high school graduates and the percent going on to college, when 51 percent of the 41,328 high school graduates entered college in-state. Out-of state graduates were not tracked in 2004.

College Readiness

New Jersey experienced a substantial increase in the college readiness of college entrants between 2002 and 2008. The percentage of students entering college straight from New Jersey's high schools who required developmental education fell one-sixth, from 45 percent in 2002 to 38 percent 2008. The proportion requiring remediation also fell in each subject. The percentage of students entering college not ready in English dropped the most, while the percentage in mathematics dropped the least.

Regional Differences

Across the state, significant gaps in college going and college readiness are noticeable. Students fared better in urban and higher-income areas, and lower in rural and low-income areas.

Entering Students Not Ready for College, 2002-2008

Recent Graduates of Public High Schools, including Non-Publics

